Indiana Department of Education
SUPPORTING STUDENT SUCCESS

CLASSROOM INNOVATION IN MATHEMATICS GRANT 2010-11

OVERVIEW

Purpose: From 2005 to 2009, state scores in mathematics were stagnant, rising only one percentage point over the four-year span. At the state level, IDOE is currently exploring new, innovative classroom strategies that will help to push mathematics in Indiana forward. One such strategy is the integration of digital curriculum and technology into traditional teaching methodologies.

The purpose of the program is to provide a select number of LEAs with the opportunity to use digital mathematics curricula, technology-based instruction, and interactive white boards in lieu of traditional textbooks. This grant provides an opportunity for LEAs to pilot digital curriculum which can be readily aligned to changes in standards and to determine its effectiveness with their student populations and within their contexts. Following the grant, LEAs will either continue the use of digital curriculum through their textbook rental program or discontinue use of the digital curriculum and seek an alternative for curricular materials. Digital curriculum would need to utilize innovative strategies for instruction and represent a significant break from the traditional textbook-oriented instruction and be approved by the IDOE, but it would not serve as a standalone, online course that replaces the classroom teacher. In order to evaluate the effectiveness of these strategies, awards will be limited to schools that propose plans for either: 6th Grade, 7th Grade, 8th Grade, and/or Algebra I. The results of this pilot program will be used to evaluate the effectiveness of digital curriculum and provide data for schools that may look at adopting digital mathematics curricula in the future.

This grant program is funded through the David C. Ford Fund.

Application: Please fill out each part completely. For assistance, you may contact Zach Foughty at zfoughty@doe.in.gov or Phone: (317) 233-5019

I. GENERAL INFORMATION

1. Corp # 5400	**2. Corp Name** School Town of Speedway	
3. Corp Address (Street, City, State, Zip) 5335 W. 25th St. Speedway, IN 46224		**4. Telephone** 317 244-0236
5. Contact Person's Name Patti S. Bock	**6. Contact Person's Email Address** pbock@speedway.k12.in.us	
7. Contact Person's Address (Street, City, State, Zip) 5335 W. 25th St. Speedway, IN 46224		**8. Contact Person's Telephone** 317 244-0236 x. 17005
9. Superintendent's Name Kenneth E. Hull	**10. Superintendent's Email Address** khull@speedway.k12.in.us	
11. # of Schools Participating 2	**12. # of Students Being Served** 370	**13. # of Teachers Participating** 5

II. Project Abstract
Briefly describe the proposed project clearly and concisely using the space provided.

Speedway Schools are committed to providing the best educational experience possible for our students. Our secondary schools consist of one junior high (grades 7 & 8) and one high school (grades 9, 10, 11, and 12). There are two core math teachers at the junior high teaching Middle School Math and Algebra I. Three of the four high school math teachers teach Algebra I.

Our proposal is to use **Agile Mind** as our digital curriculum for all students at our junior high and for all Algebra I students in our district. The digital format of Agile Mind will allow us the flexibility to implement the core math standards and any curriculum maps that are released this coming year by the Indiana Department of Education. The five secondary teachers (junior high and high school) in this project will work closely to support each other and implement the program with fidelity.

Professional development will utilize the coaching model which includes site visits from the Agile Mind Advisor as well as 24/7 internet access to instructional support. Agile Mind is working with the Central Indiana Educational Service Center to provide centralized training for our cadre of teachers and give them a bigger support group than what we can provide. School administrators will be trained to offer regular feedback from weekly classroom walk-throughs.

Students will receive daily instruction on interactive white boards with lessons designed specifically to utilize this engaging technology. Difficult concepts are explained with hands-on tools, animations, puzzles, simulations, and in-depth exploration and practice. Students will be involved in group lessons as well as regular targeted lab experiences one or more times per week.

Assessments within the Agile Mind program have immediate easy to read reports that detail student progress and allow for lessons to be challenging for **all** learners with assignments based on assessment results. Assessments will give data points to show the effectiveness of the program, drive instructional decisions and identify any additional needs for professional development.

Please complete <u>one</u> grant narrative for your LEA which includes all schools. Narratives should be double spaced, 12pt Times New Roman font, and not to exceed 10 pages.

III. GRANT NARRATIVE

***Software Choice and Rationale*: Identify the digital content program you have selected. Describe how this program aligns with the purpose of the grant. Describe how this program will address the instructional needs of your students and teachers.**

We have selected Agile Mind for our digital content. It was selected because it met our goal to improve student Math performance using high-quality teaching and resources. We wanted a program that integrates standards-based instruction with assessment and professional development. Agile Minds was designed as a program that can be used for whole group instruction as well as targeted assistance. The lessons do not look like a traditional textbook that has been projected on a whiteboard. Students see animations and puzzles that motivate them to use higher order thinking skills to understand math concepts. It was important to our teachers to have a program that was engaging for students while at the same time of high quality to prepare students for postsecondary education.

This past fall our schools became acquainted with the Charles A. Dana Center of The University of Texas when we participated in the tools workshop for selecting textbooks. We were impressed with the strong research base of the center and thus were intrigued to explore Agile Mind because it represents the practices of the Dana Center. Their authorship provides a strong research basis from which to assure our community that we are delivering the best opportunity for their children to succeed in mathematics and that students will exit high school prepared for postsecondary pursuits. We wanted a program that was established and had a strong mathematics foundation. The Dana Center is widely recognized as a preeminent mathematics institute with close collaborative ties to NCTM, Achieve and the ADP network, Urban Math Leadership Network, common core standards and

national STEM initiatives. They are heavily published and studied, and their field work includes both research and application. Their work on state and national standards gives confidence that the content will align to the rigorous requirements of college preparation and their understanding of pedagogy will help shape the way teachers approach the teaching of that content.

Next, we believe Agile Mind represents a systemic approach both through vertical alignment across grades and through the comprehensive supports designed to enhance teacher effectiveness. These supports include:

- Teacher Professional Development in both pedagogy and content
- Lesson planning and daily instructional support for teachers
- Classroom presentation tools to deliver dynamic and concept rich lessons
- Closely aligned formative assessment designed to inform instruction
- 24/7 student instructional support to provide reinforcement, practice, and enrichment

We were able to find some of these supports in other programs that we reviewed, but only Agile Mind brings all five together in a seamless integrated system backed by the integrity of the Dana Center. Model lessons include an overview, exploration, summary, and assessments. Students have multiple representations and real world examples to manipulate the data and develop conceptual mathematical understanding.

Next, in keeping with the intent of the grant, Agile Mind is there to support teachers. Speedway Schools is a small school system. Professional Development is important to us, but funding is limited. We wanted a program that provided more than just on-line support. We were most impressed with the goals of this program to help our teachers be more effective with mathematics instruction. Teachers will be active in the instructional design. The provided technology helps teachers to target instruction and reinforce a student's learning experience.

Currently the majority of our math teachers involved in this grant are using overheads as the visual for their classrooms. However, they were unanimous in their response that they wanted to use a digital format. The task then became to find one that would appeal to our students, be user friendly for the technology skills of teachers, and provide the content needed for high student performance.

The CIM grant lists four primary foci:

- Innovative classroom strategies to push mathematics achievement forward in Indiana
- Integration of digital curricula and technology into traditional teaching methodologies
- Use of innovative strategies for instruction to make a significant break from the traditional textbook-oriented instruction
- Focus on Middle School Mathematics and Algebra I

Next, we believe the online system delivers engaging content and its vertical alignment brings common themes to life across grades. Key points of strength include:

- Engaging, interactive animations and explorations that present key standards-based concepts *(The content had to appeal to students. The research we did on Agile Mind showed student usage outside of the classroom. This was one of the goals voiced by the math teachers.)*
- Multiple representations that help students develop a deep understanding of standards *(Our district is 42% free/reduced with 20% black; 10% Hispanic and 5% multi-racial. With our mobility it was important to teachers to choose a program that could reach all learners.)*
- A functions approach to teaching and learning Algebra that provides a strong conceptual framework consistent with the goals of NCTM
- Closely aligned formative assessments, written specifically to serve the crucial concept and skill development goals of each topic, inform instruction and support student learning

  These include immediate reports that:

  - Are easy-to-read and detail student progress *(Sample reports we reviewed showed*

standards, reading levels, and other details helpful for our demographics.)

- Use performance feedback so teachers can adjust and differentiate instruction

- Agile Mind imbeds high quality teacher lesson planning and pedagogical support.
  - Day-by-day online professional development supports effective practice
  - Comprehensive online support includes advice from experts and high-yield teaching strategies (*Marzano's research has been our focus of this year's professional development plan. While we have made progress only 47% of the staff report daily use of high yield strategies.)*
  - Language notes and activities provide targeted support for developing student academic vocabulary (*Ten percent of our students are LEP students. The program includes Spanish/English dictionary as well as pictures/diagrams. Pushing the language button gives access. Teachers were looking for these features for Special Education and low performing students.)*
  - Authorship by Dana Center leaders assures quality advice for teachers.
- Professional development introduces high-yield practices for successfully integrating technology into classroom instruction and supporting students of varied educational backgrounds without compromising high-quality instruction *(With multiple options teachers can match both their teaching style and the student learning styles. Math content support helps teachers grow professionally which meets the needs of our relatively new math teachers and the Agile Mind Advisor as well as on-line support gives expertise to teachers with varying levels of digital instructional expertise.)*
- Classroom presentation tools hone content knowledge while fostering student engagement

These are among the numerous considerations leading to our decision to propose Agile Mind. From as simple as making sure all students would have access *(The software can be run with minimal*

internet access speed.) to making sure that students would be adequately prepared for the next level of math courses our teachers found Agile Mind to meet our needs. *(There is even an Agile Mind Youth Development Program that peaked our interest as we continue to seek ways to reach the total child and show results in Algebra I.)*

The Agile Mind program will allow our math teachers to contain more weekly assessments that are technology based, which would continue to give students confidence in this type of testing environment. Further, these assessments would continue to give the teachers immediate feedback allowing us to adapt the way we teach and immediately fill gaps or clarify as we go. This feedback and the digital tutorials also allow for differentiated instruction more easily within the classroom. It also forces students to take more ownership for their education as they immediately receive feedback and see their own areas of weakness, while giving them something such as the tutorials to continue to learn and improve.

We chose the Agile Mind program because while our students do well on the ISTEP at the Junior High level there are weaknesses that need to be addressed.

- Our ECA passing rate needs improvement (2009 results showed 55.9% at JH and 11% at HS). While students may have performed well on ISTEP at the Junior High, their later success is showing low performance. *(We would like to see if the Agile Mind program will help us impact the math performance of all students. The added assessments will help us strengthen math foundations and we're hoping that will impact the math performance in high school and prepare students for post-secondary math.)*

Speedway High School Demographic Break Down Algebra I End of Course Assessment

Demographic	2005 #test/%pass	2006 #test/%pass	2007 #test/%pass	2008 #test/%pass	2009 #test/%pass
Black	22/0%	26/0%	30/6.7%	15/0%	15/6.7%
Asian	--	--	3/0%	1/0%	--
Hispanic	10/0%	7/0%	9/0%	12/16.7%	8/0%
White	36/5.6%	74/17.6%	58/13.8%	59/13.6%	45/15.6%
Multi-Racial	1/0%	4/0%	3/0%	7/0%	5/0%

- The Achievement Gap is reflected in our Algebra I class at the Junior High. For the past three years less than five African American students have enrolled in Algebra I at the Junior High. *(We believe the digital format of the Agile Mind program will help us to close the gap.)*

- The Achievement Gap is also reflected in our ISTEP scores. In spring of 2009 the % of students showing mastery showed gaps when comparing the following subgroups:

ISTEP % Passing 2009	**WHITE**	**HISPANIC**	**BLACK**
Seventh Grade	90%	58%	63%
Eighth Grade	87%	42%	62%

- Currently our Acuity scores have our sixth graders at the elementary school showing 66% predicted passing; seventh grade is showing 63%; and eighth grade is showing 64% predicted passing on ISTEP. This shows the challenges of the coming year and the need for better instruction. *(ie. The sub-scores of our sixth graders coming to the Junior High next year when this grant would be implemented show 46% predicted for ISTEP problem solving.)*

The grant committee identified our needs and sought an instructional design and resources that would help us teach differently. We are 100% committed to implementing this program successfully and appreciate your consideration. We believe the goals of the CIM grant will be honored in accordance with its intentions. We add our commitment to implement Agile Mind with fidelity, and ensure teachers and administrators alike internalize the professional development and enact the services as designed by its authors, the Dana Center.

***Professional Development*: Describe the PD needs of your teacher for using interactive whiteboards and implementing digital curriculum and detail the specific plan for meeting those needs.**

Agile Mind is fully compatible with our existing Promethean Activboards that are used in our district. This past year we implemented interactive boards in the Social Studies departments at both the Junior High and High School. We know the vendor and the training necessary to successfully implement the boards. We have math teachers who are familiar with technology and those who are not. We have a technology staff of four people who are trained to support this project. We have an instructional coach in the district who has spent this past year working with what we call the "Green Academy." They received two training days in the summer, two days of training during the year, and monthly "Green Academy" meetings that supported the implementation of the interactive boards. Now we have experts in each building who can serve as a resource to the new math technology users. Plus we have the professional development fine-tuned to implement the introduction of the boards to the secondary math departments. The "Green Academy" would expand to include the math teachers.

The math classroom teachers will also need professional development with the Agile Mind program with the cost of the program including professional development. This program has instructional planning and support tools embedded. The Agile Mind implementation program for educators integrates embedded instructional planning and support tools with face-to-face professional

development which includes three Agile Mind Advisor Sessions for each school to ensure teachers have the understanding of the services essential to student success.

Two day Agile Mind Professional Development Institutes introduce teachers to strategies that help them in the effective use of the Agile Mind resources for enhancing student outcomes. Introductions to the function and use of the Agile Mind online resources enable teachers, with expert guidance, to incorporate alignment to state standards in their lesson planning, to select a usage model for implementation, to plan common lessons as the focus of implementation, and to agree on processes for analyzing student work.

These professional services are centered on key development attributes:

- Strengthen content knowledge
- Comfortably enable practitioners to implement the online resources
- Focus on the most promising practices in teaching that align standards, assessment, and instructional resources
- Enable educators of varying backgrounds to explore, plan, and experience the power of real-time reporting to inform their own instruction

Teacher needs for content knowledge are addressed by modeling of high yield strategies and instruction planning by experts, designed to orient teachers to the use of resources to effectively manage course instruction, assessment, and benchmarking of progress.

Advisor Sessions will occur during the school year. These are tailored to address the greatest needs of participating teachers at each school. Formal Advisor Sessions include pre-session analyses of school data, and, when appropriate, conducting of phone interviews with district or school staff.

Advisors then spend a half-day working with teachers to develop implementation skills. Advisors are also available by phone and email for ongoing just-in-time support. Advisor Sessions focus on needs of teachers and can range from a short planning session to in-depth meetings. Our teachers as well as instructional leaders will give input in advance to make the most of these meetings.

Agile Mind Advisor preparation work consists of:

- Planning with the School/Project Director to customize the visit activity based on the needs of the teachers at the school
- Interacting with the Principal or mathematics instructional leader during the same day as services are delivered to other educators
- Utilizing online reports to analyze needs of students and teachers
- Preparing an updated status report outlining the current state of the site implementation

Carefully integrated activities support the goals of implementation:

- Reviewing of student data with the teacher and examining student work
- Helping teachers implement strategies they learned during initial seminars
- Co-planning and co-teaching of learning experiences for students for teachers to enhance their classroom practices
- Working 1:1 with teachers in need
- Working with specific content teachers (i.e. Algebra I) in small groups to meet individual needs of the specific grade level

- Aligning Agile Mind tools with the common core standards for optimum integration

School leaders choose which activities will occur during an advisory visit. For the past two years the high school has implemented an hour of PLC (Professional Learning Community). This time on Monday mornings can be used for collaboration with all secondary math teachers involved in this grant. The Junior High teachers will have a monthly Monday morning release with the high school teachers to allow for regular implementation of the Agile Mind project. Teachers will be supported by their administrative team and by the Central Office. Teachers and administrators are committed to making sure that time spent with the Agile Mind Advisor is productive and meaningful.

***Implementation Plan – Digital Content*: Describe your plan for monitoring the implementation of the digital content with fidelity to program guidelines.**

The monitoring of the fidelity of implementation will be accomplished in two key ways: Classroom visitations and monthly activity report monitoring. An administrator or coach will observe each Agile Mind teacher a minimum of twice per month to determine appropriate implementation and provide coaching. Agile Mind professional development for school and district leaders includes specific instruction on what to look for and a checklist of observable traits indicative of productive, stage-appropriate implementation. These observations are formalized into a monthly review that informs our support staff and our Agile Mind Advisor of potential professional development needs. Our administrators are trained in Classroom Walk Throughs using palm pilots. For the past three years they have been conducting and analyzing that data. The components of the Agile Mind Math Program will be included in the data that is being collected and will be used to improve instruction/student performance.

The Agile Mind protocol calls for teacher usage of at least one hour per week per class once a period of exploration is complete. Two hours is the desired norm. The usage reports will help to show that the

program is being used with fidelity. The Agile Mind Advisor and the training of the administrators will help to monitor effective participation. Agile Mind Advisors are trained in appropriate patterns for adoptions of innovative teaching resources and can be enlisted to provide supportive strategies.

Teachers will be accountable at their monthly PLC (Professional Learning Community) meeting. Here they will discuss their needs and successes. The department chairs from each school will coordinate with administration so that all barriers do not hinder the fidelity of the implementation.

Students' usage is more difficult to assess quantitatively, as their activities are both shared with their teacher in classrooms and may occur offline due to real or perceived limitations to their access to the internet. The monthly report of usage includes student data, and to the extent online usage reflects true usage, we will seek online use of one hour per week per student. This falls within the protocol of 60-90 minutes per week per student. For levels below that, we will investigate possible reasons and consult our Agile Mind Advisor to help shape appropriate student usage.

Year 1: IMPLEMENTATION	Planning/ Initial Training *Summer*	Start-up *Fall*	Implementation and Capacity Building *Fall through Spring*
Partnership and Communication	• District Alignment –June 11 • Cadre Meeting – June 15 • Parent Communication prepared for registration packets and website- June 30	• PLC Meetings (Dept. Chairs) • Open House Presentations (Teachers)	• Ongoing contact between District Coordinator and Agile Mind Professional Services Director and Advisor (All) • Coordinate Advisor Services (Director of Curriculum) • Coordinate Mid-year Review – Jan. 4 (Administrators)
Professional Services for School Leaders	• Agile Mind Institute – CIESC 2days • Implementation goals, outcomes & expectations – June 10	• Agile Mind on-line training (administrators) • Meet with Agile Mind Advisors (administrators)	• Schedule weekly classroom walk throughs (administrators)
Professional Services for Teachers	• Agile Mind Institute (2 days) CIESC TBA • Promethean Interactive WhiteBoard Training-July 1 (Instructional Coach) • Acuity training in Speedway- May 13 (CTB) • Agile Mind Webnair – May 26 (Teachers)	• Agile Mind on-line training (teachers) • Meet with Agile Mind Advisors (teachers)	• Advisor Services- ongoing (Teachers/Advisor) • Agile Mind Webinars- on-going (Teachers)
Curriculum and Instruction	• Integrate Agile Mind with local resources & timelines (Curriculum Director)	• Review Core Standards (Teachers) • Plan for implementation (Teachers/Cadre)	• Teacher and student use of Agile Mind with increasing fidelity to design, implementation goals, outcomes and expectations- on-going (all)
Collaboration & Embedded Professional Development	• Schedule teachers to allow for ongoing collaboration (Administrators)	• Commit to individual and team implementation goals (Cadre)	• Advice for Instruction designed for ongoing professional growth- teachers) • Collaboration with colleagues- cadre meetings (instructional coach)
Assessment and Reporting	• Agile Mind Training – CIESC TBA • Schedule Acuity – (Curriculum Director	• Agile Assessment session at Agile Mind Institute - CIESC	• Teachers and student use of Agile Mind Assessments and Reports- (teachers) • District, school-wide and classroom use of Acuity – (testing coordinator/teachers) • ECA/ ISTEP+ (all)
School Support	• Complete Grant ordering of equipment (Administrators) • Oversee installation of all equipment by Aug. 1 (Director of Technology)	• Submit Rosters – Aug. 9 (Tech Support)	• Ongoing Agile Mind Technical Support through phone and email

***Implementation Plan – Interactive Whiteboards*: Outline your current inventory of interactive whiteboards, how you can realign current inventory to meet program goals of one interactive whiteboard per classroom mathematics teacher, and what funds you would apply for in order to address these gaps.**

Our teachers want to utilize the interactive whiteboards. The Agile Mind Program is designed to utilize a board. We have one seventh grade math teacher and one eighth grade math teacher at the junior high. Both of these teachers will need boards and we are seeking grant funds for both. At the high school there are three teachers who each teach two to three classes of Algebra I. There is one board available at the high school that can be relocated to one of those classrooms. We are seeking grant funds for two of the three teachers at the high school. Thus, for five teachers we are seeking CIM Grant funds to buy four of the five boards needed to implement the program.

It is our experience that the white board model we chose with the short throw projector delivers the finest projection with little interference from teachers or students writing on the boards. Therefore, the boards will be mounted in the classrooms. The corporation will supply the computers and wiring needed for the boards to be connected to the internet. Our Director of Technology will oversee the installation by the first day of school. We followed a similar timeline last August.

***Implementation Plan – Online Assessments*: Describe each school's capacity and commitment to administer online ISTEP+ and ECA assessments, as well as Acuity Assessments, both with and without additional lab space that grant funds could provide. Describe how teachers will ensure that students are trained on how to properly complete online assessments.**

This year the Junior High will be completing its second year of ISTEP+ On-line testing. Algebra I ECA has been on-line for the past three years. This is their first year for Acuity testing. Doing that much testing on-line limits the amount of time students can access the labs for instructional purposes. Therefore, we are seeking funding for a computer lab so that students can utilize the practice and exploration portions of Agile Mind. It is our intent to secure a mobile lab that can be shared by the junior high teachers. This will enable them to vary the groupings of students and allow

students to access their prescriptive assignments more often.

The High School has used on-line testing for Algebra I for the past two years. Because of the additional Acuity testing and the need for accessing a lab for instruction we are requesting additional computers to create a math lab. Currently there are eight computers in the math classrooms. These could be relocated to a near-by room and additional computer stations could be added. The corporation would fund the furniture and structural needs to set-up the lab.

On-line testing requires some guided practice for students and necessitates that teachers create a schedule that allows for students to complete the appropriate tests on a given day. Teachers work with administration to coordinate schedules. Having the additional computers will ensure that the plan is implemented effectively. We have found that regular use of the Acuity tests gives students opportunities to improve their testing sessions and alleviates anxiety so that they can concentrate on the content instead of the technology. Students are instructed during practice sessions how to best utilize the tool bars. This year the DOE visited our junior high and observed our on-line practice session where we checked to make sure all the features were working correctly.

Our students and staff take testing seriously and plan for all things that might occur. Our technology department quickly responds to needs that arise during the testing windows. Our administration ensures that ample staff is available for standardized testing so that any problems can be easily solved.

The school schedules are modified to ensure there are no interruptions to the testing sessions and that students have a relaxed atmosphere. The teachers meet for a review of protocols and to establish procedures. Feedback is sought after testing to improve sessions for the next testing window.

IV. BUDGET

See program overview for allowable costs. List each expenditure on a separate line.

Expenditures Budget
(Use a separate line for each expenditure, and add rows as needed)

Expenditure Description	Person Responsible	Cost per Unit	Number of Units	COST
Digital curriculum subscriptions – Agile Minds	Agile Minds- Brian Caldicott Director of Curriculum- Patti Bock	$30.00	370	$11,100.00
Professional development reimbursements – 5 teachers maximum of $300 total @ $100 per day	Director of Curriculum – Patti Bock	$300.00	5	$1,500.00
Interactive whiteboard – ($3,199) Fixed 378 PRO with LCD Projector Part #AB23F378PUS20AS; cable extension kit EL-CAB- 50 ($149) and shipping ($160); AB Install ($490)- costs exceed the funding limits- corporation will pay the balance	Empower Learning – Dave Tutton Director of Curriculum- Patti Bock	$3,500.00	4	$14,000.00
Acuity Algebra set-up fee- none required according to Jerry McCanna CTB (Currently in DOE grant program)	Jerry McCanna- CTB John Lipp- Director of Technology	$4,500.00	0	.00
Cost for Acuity Algebra administration (per student) – JH already using Acuity through DOE grant program	Jerry McCanna- CTB John Lipp- Director of Technology	$2.30	250	$575.00
Costs related to online assessment for HS Algebra	Jerry McCanna- CTB John Lipp- Director of Technology	$9.30	120	$1,116.00
Costs for computers for math lab at junior high –prices from current bid *will seek a bid when funds are awarded/ current prices HPSC6530B P8600250GB 2GB XPP DVR HP Smart buy extended life Battery MFG# AJ359UT – Junior High Lab (may seek permission for a similar model and cost for stationary computers if funding permits a room to be established for a stationary lab. Costs of the computers are identical but additional funding is needed for set-up costs.	CDW Government Incorporated John Lipp- Director of Technology	$890.00	28	$24,920.00
Costs for computers for math lab at high school- prices from current bid; Class sections at the high school are larger. (Lab will include 8 computers relocated from math classrooms.) *will seek a bid when funds are awarded/ current prices HPSC6530B P8600250GB 2GB XPP DVR HP Smart buy extended life Battery MFG# AJ359UT	CDW Government Incorporated John Lipp- Director of Technology	$890.00	28	$24,920.00
			Total Funds Requested	**$ 78,131.00**

LOCAL SHARE*

***This is not a requirement for the grant, but it will help us to determine the additional resources need at the local level.**

Expenditures Budget
(Use a separate line for each expenditure, and add rows as needed)

Expenditure Description	Person Responsible	Cost per Unit	Number of Units	COST
Professional Development – 1 additional day summer training	Director of Curriculum	$100.00	5	$500.00
Additional lab set up- wireless hubs (Cisco)	Director of Technology – John Lipp	$1200.00	3	$3600.00
Wiring to set-up labs	Director of Technology – John Lipp	$1500.00	2	$3,000.00
Additional Costs for Interactive Whiteboard (e.g. installation materials)	Empower Learning – Dave Tutton Director of Curriculum – Patti Bock	$498.00	4	$1,992.00
Computer Carts – Office Max Bretford Carts up to 30 computers per cart	Office Max Director of Curriculum	$3,200	4	$12,600.00
			Total Funds Requested	$ 21,692.00

V. ASSURANCES

By checking each box below, you agree to the following assurances:

☒ The LEA assures that Acuity online assessments will be administered to assess student growth during the grant period (e.g. Acuity Predictive or Pre/Post Test; the exact assessments will be determined by the DOE, but will not exceed 3 tests during the school year, excluding ISTEP+ and ECA).

☒ The LEA assures that, given favorable results on a statewide level, it will give serious consideration to sustained use of digital curricula in all schools in the LEA until the next textbook adoption cycle (2016-17 school year).

☒ The LEA assures that the selected digital curriculum will be implemented, with fidelity, as the core curriculum for all mathematics classrooms (6th Grade, 7th Grade, 8th Grade, and/or Algebra I) at each school that receives grant funds, for the duration of the school year. "With fidelity" implies that districts will take the steps necessary to implement the digital curriculum as outlined by the vendor.

☒ The LEA assures that teachers will be provided with professional development necessary to implement digital curriculum with fidelity. Professional development includes, but is not limited to, training on digital curriculum software, integrating interactive whiteboards into a standards-based classroom, and using Acuity assessments to guide instruction.

☒ The LEA assures that funds used for interactive whiteboards will remain in mathematics teacher classrooms for the duration of the program. Any realignment of current inventory for these purposes will also remain in effect for the duration.

☒ The LEA assures that all 7th and 8th grade students in Algebra I will take the Algebra ECA online.

☒ The LEA assures that all students will take the ISTEP+ online, unless the school can demonstrate an inability to test all students online.

☒ The LEA assures that all teachers that use digital curriculum will participate in an *anonymous* evaluation of the program to determine its ability to impact teaching methods.

☒ The LEA assures that classrooms in which digital curriculum is being used will be available for observation by certain members of the Department of Education, with reasonable notification, to provide for a qualitative analysis of program effectiveness.

☒ The LEA assures that all students will complete a survey regarding the effectiveness of the digital curriculum.

☒ The LEA assures that all hardware and software implementations will be put in place before the start of the 2010-11 school year and that professional development related to this program will begin before the start of the 2010-11 school year.

☒ The LEA agrees to keep such records and to provide such information to the State educational agency, as may be reasonably required for fiscal audit and program evaluation (consistent with the responsibilities of the State educational agency under this part).

VI. SIGNATURES

List the management team of this grant for each school. Each member of the management team should also sign below. Complete this sheet for *each* school that is included in the district's implementation plan.

School Name: Speedway High School Grade Levels: Algebra I (grades 9-12)

NAME	POSITION	Signature
1. Kenneth E. Hull	Superintendent	
2. Patti S. Bock	Director of Curriculum / District Assessment Coordinator	
3. John Lipp	Director of Technology	
4. Timothy McRoberts	High School Principal	
5. Ron Probst	Math Department Chair High School (interim)	

VI. SIGNATURES

List the management team of this grant for each school. Each member of the management team should also sign below. Complete this sheet for *each* school that is included in the district's implementation plan.

School Name: Speedway Junior High School Grade Levels: Middle School Math Grades 7 & 8; Algebra I (grade 8)

NAME	POSITION	Signature
1. Kenneth E. Hull	Superintendent	
2. Patti S. Bock	Director of Curriculum / District Assessment Coordinator	
3. John Lipp	Director of Technology	
4. John Dizney	Junior High School Principal	
5. Lori Doran	Junior High Math Teacher	
6. Kathryn Veldhuizen	Junior High Math Teacher	